

Teacher(s): Johnson (Adjusted)

Subject: Tools for College Success

Week of: Sep 11 – 15, 2017

Week: 6

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s):	<p style="text-align: center;">NO SCHOOL</p> <p style="text-align: center;">HURRICANE IRMA</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose:			Summative:
Tues	Standard(s):	<p style="text-align: center;">NO SCHOOL</p> <p style="text-align: center;">HURRICANE IRMA</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib Other	Formative:
	Purpose:			Summative:
Weds	Standard(s):	<p>Do Now: Guided Instruction (<i>We do</i>)- What is your SMART Goal?</p> <p>Opening: Focused Instruction (<i>I do</i>)- Explain study guide. Assist as needed</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- Complete study guide to prepare for Test 1</p> <p>OR</p> <p>Collaborative Learning (<i>You do together</i>)- Complete study guide to prepare for test</p> <p>Closing: Guided Instruction (<i>We do</i>)- What area did you find was your weakest as you worked on the study guide?</p> <p>Home Learning: Study for test</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Study Guide 	Formative:
	Purpose:			Summative:

TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners.

Teacher Observation
Q&A
Study Guide

Thurs	Standard(s): N/A	Do Now: Guided Instruction (<i>We do</i>) – Report to Lab 126 Opening: Focused Instruction (<i>I do</i>) – Remind student of Achieve 3000 online procedures Work Session: Independent Learning (<i>You do alone</i>) – complete assigned Achieve 3000 reading enhancement exercise Closing: Guided Instruction (<i>We do</i>) – Report your activity score Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve 3000
	Purpose: To provide students further opportunity to increase their Lexile level on Achieve 3000 online program			Summative:
Fri	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. .	Do Now: Guided Instruction (<i>We do</i>)- 10 min quick study Opening: Focused Instruction (<i>I do</i>)- Review testing procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete TCS Test 1 and turn in study guide for a grade Closing: Guided Instruction (<i>We do</i>)- How much help was the study guide? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Study Guide
	Purpose: To provide students an opportunity to validate their mastery of the information			Summative: TCS Test 1